文言章句

Classical Chinese
A Functional Approach

Kai Li and James Erwin Dew

李恺　杜尔文

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关于《文言章句》

　　文言文与现代中文（白话文）有较大差别，却是现代中文的源头，与现代中文有著密切的源与流的关系。

　　文言文是以先秦口语为基础而形成的古代书面语、以及后代仿照先秦作品写成的书面语言。魏晋以后，特别是晚唐五代以后，文言文与当时的实际口语已有了相当大的差别。文言在中国行时久远，它不反映方言，通行南北。经由历代文人加工锤炼，将汉语及中国文字的特点，如声韵、节奏、对仗、意蕴发挥到了极致。优美的古诗文，是中华传统文化的瑰宝。

　　中国学生从小学一年级就开始接触古文、古诗。中、小学十二年语文教学中，文言所占比例超过三分之一。这对学生提高语文理解、表述能力，提高语文欣赏水平有很重要的作用。

　　中文作为第二语言的教学，学生在学习一两年以后，必须开始接触书面语，文言文知识欠缺的问题便渐渐凸显。现代中文的诸多词汇来源于文言。就连初级中文中最基本的句型如"所以"、"其实"、"然而"等等都来自文言，而且意义上也无区别。更不用说大量的书面语，以及成语、典故、警策之句了。文言与现代中文语法的基本结构相同，文言句法在现代中文时有所见。像文言中较为特殊的"使动"、"意动"，以名词形容词为动词使用，在现代中文中也时有所见。"惊人"是使人吃惊；"美容"是使容貌美丽。更有不少文章援引古诗古文。典范的现代规范美文融合了"文"、"白"各自的优势，体现了古今并存的特点。现代中文，回避不了文言，随著教育水平和文化水准的提高，文言对现代中文口语、书面语的影响更为明显。

　　学习中文的外国学生，在高年级必须学习一些文言文。文言文教学应该成为中文教学的组成部分。以使学习者对现代中文的源流有所了解，知其所以然，加深理解。学习者在学习文言文的同时，会自然而有效地提高现代中文水平。

　　以词汇语义为中心，是适应中文特点语言教学法。现代中文教学如此，文言教学更是如此。王力先生指出，"古汉语的问题，主要是词汇问题"，只有理解词义才能理解语意。特别是文言中的虚词，人们用"之乎者也"称代文言，足见其在文言文中的重要性。这些虚词数量不多而使用频繁，用法灵活，掌握这些虚词是读懂文言文的钥匙。这些虚词，几乎保留着其原有的形态进入现代，活跃在现代语言中。

　　我们曾对美国学生教授文言文，而苦于没有合宜的教材。一般现有教材，多用"文选"的方式。但是文言选文，并不能涵盖文言词义的不同用法，不易归纳其规律和特点。也不能顾及常用字、常用句型。篇什中还时有冷僻的词语和不多见的句法。学习者或能记得这些成语故事，却不记得文言词语，更不能举一反三，提高文言及现代中文的阅读理解能力。

　　本教材则不再采用"文选"方式，而用语录体。选取典型文言例句，将虚词、固定格式、特殊语法归纳成组，综合说解。此为经线。每个例句有词语的注释，多

为实词，此为横向扩展的纬线。我们希望以这些词语构成经纬，使学习者由此而获得初步的文言阅读能力。并将古今用法加以比较，以知晓源流。以今释古，以古例今，沟通古今。

和现代中文一样，文言词语也有字频的问题，常用字远比非常用字少。无论虚字还是实字，文言文中古代使用频率较高和古今通用的，大约只有一千多字（现代中文的甲、乙级常用字有一千六百余字）。相比之下，对于外国学生来说，文言文的学习和理解应该不比现代中文难。这和中国学生觉得文言文远比现代中文难学是完全不同的。选择例句时，尽量选用常用字构成的语句，避免冷僻的非常用字。文言词语灵活多义，只能说明其主要的意义和用法，并未涵盖全部。细致而全面的详解既无必要也无意义。

除了词语的典型性，选择例句还适当注意到历史文化内容及意思的完整。摘引自经史子集等各种文体，使学习者扩展眼界，引起兴趣。一些警策之句则有记忆背诵的价值。

这些章句，已经不是一般意义上的、只为彰显个别字词的单句。除了有例释字词的功能，又可代替文选的作用。如引自《国策·触龙说赵太后》中的"……'老臣今者殊不欲食，乃自强步，日三四里，少益嗜食，和于身。'曰：'老妇不能。'太后之色少解。"旨在例释文言文中的"程度副词"。句中出现了"殊"、"少"、"益"三个程度副词，宜于说解和比较，提高再现率。而且章句段落的意义也比较清楚。

作为练习，另有若干例句，也都摘自古诗文，刊于正文之后。学习者在学习该课之后应能自行读懂而无大的障碍。每课后，附有一两篇文选，文字上略有改动，并加注释。作为文选阅读练习。

本书有二十二课。每课二十余段，总计语句有 436 段。总量超过一般文选式的课文。共有词语将近 2000，包括了大部分文言常用词语。

章句及词语有中英文注释，对应的白话文释文。因此，本书既可作为文言文课程的教材，也作为自学的教材或文言读物。

本教材建议用于学过三年以上中文的学习者。每课可用 3-4 学时。

北京师范大学中文系教授、国学及书法大师启功先生为本书的编写提出过很好的建议，并题写了书名。书未编就而先生已逝，仅以此书作为对先生的纪念。

编者

2007，10

FOREWORD

What Is Classical Chinese?

Classical Chinese is the language of works written prior to the Qin dynasty (221–206 BCE) and during the time extending through the Han dynasty (206 BCE – 220 CE), in other words, the period roughly from the eighth century BCE to the third century CE. Scholars generally agree that this written language was based on the spoken language of pre-Qin times. In general reference, the term *classical Chinese* also includes the literary language of later periods which was written in imitation of the language of pre-Qin works. An alternative term, *literary Chinese* is a more direct translation of the Chinese term *wenyan* or *wenyanwen*, and some scholars prefer this term because it avoids the question of just what is meant by "classical." However, for most purposes, the two terms can be used interchangeably, referring to the style of language that was used in almost all written communication right up until the May Fourth Movement that began in 1919. The Chinese term *wenyan* is also often borrowed directly into English, especially in less formal contexts. A somewhat similar situation exists in Chinese language usage, in that the terms *wenyan* and *wenyanwen* are sometimes used more or less interchangeably with *guwen*, technically, "ancient writing."

As the spoken language changed through the ages, it increasingly diverged from its pre-Qin form and indeed developed into many different local dialects. However, scholars and poets continued to imitate the forms and styles of the classical written language, and thus this classical, or literary language changed very slowly and in only minor ways while it underwent refinement and polishing from dynasty to dynasty.

Classical Chinese In Contemporary Education in China

Beginning in the first grade Chinese children are introduced to classical prose and poetry, and through the twelve years of elementary and secondary school such works account for more than one-third of their educational curriculum. This is very important in improving their ability to understand and express themselves, as well as their overall appreciation for the language.

In Chinese Language Programs for Foreign Students

In a program in Chinese as a second language, after students have studied one or two years they must begin to learn written forms of the language, and from that point on, lack of knowledge of classical Chinese becomes an increasingly prominent problem. Much of the vocabulary of modern Chinese comes directly from the classical language. Even in an elementary Chinese course such basic sentence-forming elements as 所以，其实 and 然而 come from classical Chinese, and indeed still carry the same meaning as in the literary language. Even more striking are the large amounts of modern written Chinese vocabulary, along with idioms, allusions, maxims and other figures of speech, that derive directly from the classical language. Basic grammatical patterns of modern and classical Chinese are also very similar, with classical constructions often appearing in the modern language. Such special grammatical features from classical Chinese as causative and putative verbs, with nouns and adjectives used as verbs, also occasionally appear in the modern language. Thus 惊人 means "to cause someone to feel startled," and 美容 means "to

cause someone to be beautiful." And there are many contemporary writings that quote passages from classical poetry and prose. Exemplary contemporary writing merges the outstanding features of literary and vernacular language and exhibits the excellence of the two styles in combination. Modern Chinese cannot be detached from the classical language. As the educational and cultural levels among the Chinese rise, the influence of classical Chinese on the modern spoken and written language becomes ever more apparent.

Thus the teaching of classical Chinese should be an integral component of a Chinese language program for foreign students so that the students will understand the development of the language and have a deeper appreciation for it. As they study the classical language their level of competence in the modern language will naturally and concurrently improve.

The Importance of Vocabulary, Especially Function Words

Pedagogy that focuses on vocabulary and meaning takes advantage of the special characteristics of the Chinese language. This is true in the teaching of modern Chinese and even more important in classical Chinese instruction. The renowned linguist Wang Li 王力 said, "The problems of classical Chinese are primarily problems of vocabulary." One can understand a passage only if one understands the vocabulary of that passage. This is especially true of the function words of classical Chinese. The frequent use of the phrase "之乎者也" (simply a recitation of four of the most prominent of these function words) to refer to the classical language reflects the importance of this category of terms to the language. These function words are relatively few in number but occur with great frequency and are used very flexibly, and control of them is thus the key to understanding classical Chinese. Most of these terms survive today with very little change in their form and are very much alive in the modern language.

"Selected Readings" vs *a Functional "Excerpts" Approach*

Those of us who teach classical Chinese to American students have often complained about the scarcity of appropriate teaching materials. Most existing textbooks follow the principle of "selected readings." However, a selection of classical Chinese readings cannot easily encompass the variety of uses of important vocabulary items and provide a clear focus on their most pertinent characteristics. Nor can such a selection deal adequately with high frequency vocabulary and sentence patterns. The selections are also likely to include rare or obscure terms and seldom seen sentence patterns. Students might remember the stories but fail to remember the important words and phrases and thus be unable to make appropriate deductions when reading other materials so as to continually improve their ability to read and understand modern Chinese.

Therefore we have set aside the "selected readings" format in favor of what might be called an "excerpts style." We select typical example sentences and somewhat longer excerpts, gathering function words, fixed phrases and special syntactic forms into groups for explanation. This becomes the warp that holds the fabric together, while individual sentences with glosses on their vocabulary—mostly content words—serve as the woof that completes the tapestry. Our hope is that this interwoven fabric will provide students with a basic ability to read classical Chinese. In addition, the comparisons of classical and contemporary usage should help students understand the transmission of the language

forms from ancient to modern. Using the contemporary language to explain the classical language, while the classical is reflected in the modern, should provide a connection between the classical and the contemporary forms of the language.

The Importance of Focus on High Frequency Vocabulary

In classical just as in modern Chinese, frequency of occurrence of vocabulary items is an important aspect of language study. High frequency words are much fewer in number than low frequency words. With function words and content words taken together, there are probably not much more than a thousand characters that occur with high frequency in classical Chinese and still carry their original meaning in modern Chinese. (The 《汉语水平词汇与汉字等级大纲》's A and B lists of high frequency characters in modern Chinese total just over 1,600.) Thus in relative terms the study of classical Chinese should not be more difficult for foreign students than modern Chinese. This contradicts the feeling of Chinese students that the classical language is much more difficult than the modern language. In selecting example sentences we have tried to choose sentences constructed from high frequency vocabulary and avoid rare or obscure low frequency characters. Given the flexibility and polysemy of much classical vocabulary, we have not tried to give complete explanations of all possible meanings of a term but have only explained each vocabulary item's principal meaning and usage. Complete and detailed explanations are unnecessary and not really meaningful in the context of this material.

Careful Selection of Example Sentences and Excerpts

In selecting example sentences, in addition to focusing on typical vocabulary, we have tried to choose examples that have historical and cultural value and that express a complete thought. These examples have been taken from the traditional categories of Chinese writings—the classics, history, the philosophers and literary writings—in order to open new vistas for students and arouse their interest. (See "Sources" on pp. 219-220 for a list of our sources with the number of examples from each work or author.) Some of the especially pithy sentences are well worth memorizing.

Our selections are more than ordinary excerpts selected to display given vocabulary and sentence patterns. Aside from serving as examples of vocabulary usage, they also take the place of "selected readings." For example, the brief dialogue from the *Intrigues of the Warring States* that stands as item no. 14 in Lesson 17 is introduced to exemplify classical Chinese adverbs of degree, and within this one short passage the three adverbs of degree 殊 'very', 少 'slightly' and 益 'increasingly' all appear, enhancing explanation and comparison and improving the chances of recognition of these terms when they reappear in other writings. Furthermore, the segmentation and flow of meaning in the piece is quite clear.

To help students apply what they have learned in the main section of each lesson, we have included, in the Exercises sections, a number of additional practice sentences drawn from classical works of poetry and prose. And the final section of each lesson consists of one or two selected readings that have in some cases been slightly revised from the original and annotated. We hope that students can read and understand these practice sentences and longer selected readings without great difficulty. Translations of these sentences and selections are provided in the Key to Exercises at the back of the book; how-

ever, students should not look at the "Key" until after they have written out their own translations.

The twenty-two lessons of the book include a total of 436 example sentences and longer excerpts. Glossed vocabulary totals approximately 2000 terms, most of which are high frequency classical words.

Example sentences are accompanied by Chinese and English glosses, and key vocabulary and grammatical functions introduced in each lesson are explained in both Chinese and English. Therefore, this book is not only appropriate for classroom instruction but can also be used for self instruction or as independent reading material in classical Chinese. (See the following note for additional information on lesson structure and conventions.)

Recommended Prerequisite Study and Classroom Use

This textbook is recommended for use with students who have had at least three years of Chinese language instruction, but it can also be used by students with a strong foundation acquired through two years of prior study in a rigorous program. Each lesson can be completed in three to four hours of instruction.

Authorship

The work of preparing this textbook was divided as follows: Kai Li is responsible for conception of the book, selection and arrangement of the example excerpts, writing the Chinese definitions and grammatical notes in each lesson, initial preparation of lesson glossaries, and writing the modern Chinese translations of the classical excerpts. James Dew wrote the English translations of definitions and grammatical notes, did a fair amount of editing of the lesson glossaries—especially as regards the English glosses— did the final editing and formatting of the book, and prepared the vocabulary index. We express our gratitude to Vivian Ling for corrections and useful suggestions and for her expertise in the initial formatting of the lessons.

Dedication

This book is dedicated to the late Professor 启功 Qǐ Gōng of Beijing Normal University's Chinese Department. Professor Qi, who was a renowned sinologist and calligrapher, offered excellent suggestions regarding the writing of this textbook, and the title that appears on the cover and title page of the book is in his hand.

The Authors
October 2007

LESSON STRUCTURE AND CONVENTIONS

1. Lesson Structure

Each lesson begins with an introduction of key vocabulary items and grammatical functions, explained in Chinese and English. This is followed by illustrative example sentences excerpted from classical—and a very few modern—sources. Each excerpt is followed by a brief glossary of vocabulary items that a student might not know from previous study of three years of modern Chinese, with the key term or terms for the lesson highlighted with the ▶ symbol. Following this small glossary, each sentence is translated into modern Chinese.

It should be noted that in many cases these translations are written in a rather formal style of modern Chinese, to some extent retaining the word order and diction of the classical excerpts rather than being phrased in the most colloquial variety of modern Chinese. We hope that this style of translation will help the student see the relationship between the classical and modern forms of the language.

A second section, designated 练习, or Exercises, provides additional example sentences illustrating the key vocabulary and grammatical structures of the lesson. These sentences are also glossed, but translations do not appear with them in the lesson. The authors hope that on the basis of what students have learned from the first part of the lesson, they can understand, explain and translate these examples without immediate reference to translations. However, translations are included in the Key to Exercises at the end of the book so that students can check their understanding *after* writing out their own translations.

A final 阅读, or Readings, subsection of the Exercises is designed to function in a way similar to the preceding excerpts, though it consists of one or two somewhat longer pieces of connected text and thus is seen as providing more interesting reading than what has preceded. The text for each Reading selection actually appears twice, first as a complete, uninterrupted text, then broken into one or two-sentence segments for glossing. These reading selections are also translated in the Key at the end of the book.

The original source is given for all excerpts and reading selections. Occasionally, slight revisions have been made in the reading selections in order to avoid abstruse terminology that might distract students from the focus of the lesson material.

2. Glossing Conventions

In the lesson glossaries, words—and a few longer locutions—are given first in Chinese characters, followed by pinyin romanization, a modern Chinese gloss and an English gloss. Romanization is given even for relatively basic terms in order to facilitate convenient use of the alphabetical vocabulary index. Students should take note of the pronunciation of even seemingly familiar terms, as there are a few terms whose pronunciation in classical Chinese differs from modern Chinese, and some terms have varying readings for different meanings. In most cases the Chinese and English glosses are synonymous or supplementary to one another. However, the omission of a Chinese gloss usually means that the glossed term is also used in modern Chinese and a "translation" from classical to

modern Chinese is therefore unnecessary. English glosses are often omitted when the Chinese gloss is expressed in simple enough language that a typical post-third year student does not need a corresponding English gloss.

Generally a term is glossed only on its first occurrence. However, when a term that has been glossed appears in a new meaning, it is given a new gloss. And in a very few cases a gloss is repeated, as a reminder to the student, even though it is not new. For example, 去, followed by a place name and meaning 'leave, go *away* from' is glossed twice because this usage is quite the opposite of its usual modern Chinese meaning, 'go *to*'. This procedure of providing a gloss only for the first occurrence of a term is likely to result in students occasionally encountering a term whose meaning they have forgotten since an earlier encounter. In such a case, a quick look at the vocabulary index will take them to the earlier lesson where the term was glossed.

As noted in the Foreword, we have not attempted to give complete explanations of all possible meanings of any given term but have tried to provide simple glosses appropriate to the given context. Perusal of dictionaries for additional information is always recommended.

第十课：兼词

兼词，又称兼性词，即一个词同时兼有两种词性 。兼词一般是合音字，是经常连用的两个词，快读而形成的。这类兼词在文言中并不多，主要有诸、盍、焉、耳、尔、叵等。

现代汉语中也有这类词，如"俩"（两个）、"仨"（三个）、"甭"（不用）等。

There are a few terms in classical Chinese that are contractions, or phonetic fusions, of two words. These terms, known in Chinese as 兼词 jiāncí, or "dual function words," derive from two words which frequently spoken together in rapid speech have coalesced into one word. These fusions continue to carry the grammatical functions of both of the original words that coalesced to form them. There are a limited number of such terms in classical Chinese, such as 诸, 盍 (hé), 焉, 耳, 尔 and 叵 (pǒ).

Colloquial modern Mandarin also contains a few such fused words, for example, 俩 liǎ, 仨 sā and 甭 béng (from 两个, 三个 and 不用 respectively).

一、 "诸" 是合音词。

诸 (zhū)，是"之乎"、"之于"的合音词，兼有这两个词的词性。

诸 is a fusion of 之乎 or 之于, and it combines the functions of the parts of speech of its two component words.

> 甲、"之乎"："之"是代词，"乎"是语气词。一般用在句末。

> 之乎: 之 is a pronoun and 乎 is a sentence-final particle. It usually appears at the end of a sentence:

1) 一言而可以兴邦，有诸？　　　　　　　　　　　　　　　《论语・子路》

　　1. 兴　　　　xīng　　　　兴盛、兴旺 prosperous, flourishing; cause to flourish

　▶ 诸：之乎。"之"代"这样的事"。

　　一句话便可以使国家兴盛，有这样的事吗？

2) 信如君不君，臣不臣，父不父，子不子，虽有粟，吾得而食诸？
　　　　　　　　　　　　　　　　　　　　　　　　　《论语・颜渊》

　2. 信　　　　xìn　　　　真的 true
　3. 粟　　　　sù　　　　粮食，这里指粮饷 (liángxiǎng)、俸禄 (fènglù) an official's salary

▶ 诸：之乎。"之"代"粟"。

要是真的君主不尽(jìn)君道，臣不尽臣道，父不尽父道，子不尽子道，虽然有粮饷俸禄，我能够享用它吗？

乙、 "之于"： "之" 是 代 词， "于" 是 介 词。

之于: 之 is a pronoun and 于 is a preposition:

3) 我不欲人之加诸我也，吾亦欲无加诸人。　　　　《论语·公冶长》

▶ 诸：之于

我不愿别人加在我身上的事，我也希望不要加在别人身上。

4) 今之所以知古，后之所以知今，不可口传，必凭诸史。

唐·韩愈《进顺宗皇帝实录表状》

　4. 传　　　　chuán　　　　流传 transmit, pass on
　5. 凭　　　　píng　　　　凭借 rely on, depend on

▶ 诸：之于

现在之所以了解古代，后世之所以了解现在，不可以靠口传，一定要凭借史书。

另："诸"除了这种用法，还作"各位"、"众多"、"所以"。

In addition to these uses of 诸, it also has the following meanings: each one, all (of persons), you all (in addressing a group); many; therefore.

5) 诸大夫皆曰贤，未可也；国人皆曰贤，然后察之，见贤焉，然后用之。　　　　《孟子·梁惠王下》

　6. 大夫　　　　dàfū　　　　官员 an official in ancient China
　7. 贤　　　　xián　　　　有道德、有能力 able and virtuous

▶ 诸：所有的

所有的官员都说(他)有才有德，还不行；全国的人都说(他)有才有德，然后考查他，发现才德，然后任用他。

二、"盍"是"何不"的合音词。

盍 (hé)，是"何不"的合音词，意义为"为什么不"。

盍 is a contraction of 何不. It means "why not?"

6) 子曰："盍各言尔志？" 《论语·公冶长》

    8. 尔   ěr   你，你们 you

▶ 盍：何不、为什么不

孔子说："为什么不各自说说你们的志向？"

7) 今国病矣，君盍以名器请籴于齐？ 《国语·鲁语上》

9. 病	bìng	这里指灾害 calamity; disaster
10. 矣	yǐ	语气词，相当于现代汉语"了" already; similar to modern Chinese 了
11. 名器	míngqì	指钟鼎 (-dǐng) 等名贵的器物 bronze vessels, artifacts
12. 籴	dí	买（专指粮食）purchase food grains

▶ 盍：何不

现在国家有了灾害，您何不用钟鼎等名贵的器物向齐国买粮食？

8) 我有情而来，彼不以情见待，盍去诸？ 清·吴骞《扶风传信录》

13. 情	qíng	感情 feeling; sentiment; warmth
14. 彼	bǐ	他，对方 he; the other person
15. 见待	jiàn dài	看待、对待 treat; entertain

▶ 盍：何不
▶ 诸：之乎

我有情而来，对方不以友情对待，为什么不离开那里呢？

三、焉

焉 (yān) 相当于"于之"、"于此"。常用于句末，兼有语气词的作用。

焉 (yān) is equivalent to 于之 or 于此 and usually appears in sentence-final position. It includes the grammatical function of a sentence final particle.

9) <u>发鸠</u>之山，山上多柘木，有鸟焉。　　　　　　　　《山海经》

16. 发鸠　　Fājiū　　山名
17. 柘　　zhè　　柘树　three-bristle cudrania; silkworm thorn tree

▶ 焉：于之，在那里

<u>发鸠</u>这座山，山上有很多柘树，有鸟在那里。

10) 三人行，必有我师焉。择其善者而从之，其不善者则改之。

《论语·述而》

18. 择　　zé　　选择

▶ 焉：于之，在里面

三个人行走，(其中)一定有我的老师在里面。选择那些好的地方来学习，那些不好的（自己）就改正过来。

11) 曰："既富矣，又何加焉？"曰："教之。"《论语·子路》

19. 既　　jì　　既然、已经 already
20. 加　　jiā　　增加，进一步
21. 教　　jiào　　教育，教化 teach, enlighten by education

▶ 焉：于此，在这里

(<u>孔子的学生冉有</u>)说："(人民)已经富有了，又在富有之上增加什么？"（<u>孔子</u>)说："教化他们。"

四、耳

耳，是"而已"的合音词。

耳 is a contraction of 而已 (éryǐ: and no more; that's all).

12) 从此道至吾军，不过二十里耳。　　　　　　《史纪·项羽本纪》

22. 道　　dào　　路

23. 吾军　　　wú jūn　　我们的军营

▶ 耳：而已

从这条路到我们军营，不过二十里而已。

13) **虎因喜，计之曰："技止此耳。"**　　　　唐·柳宗元《黔之驴》

24. 因　　　yīn　　因此 because of this, therefore
25. 计　　　jì　　考虑、合计 think over, consider
26. 技　　　jì　　技能、本事 ability
27. 止　　　zhǐ　　同只 only

▶ 耳：而已

(驴 (lú) 踢 (tī) 老虎)，老虎因而很高兴，合计说："(它的)本事只不过是这样而已。"

14) **我亦无他，惟手熟耳。**　　　　宋·欧阳修《卖油翁》

28. 他　　　tā　　别的，其他的 other
29. 惟　　　wéi　　只是 only
30. 熟　　　shú　　熟练 skill; proficient

▶ 耳：而已

我也没有什么别的(本事)，只是手熟而已。

五、尔

尔 (ěr) 相当于"如此"、"像这样"。

尔 is equivalent to 如此, "this way, thus," as in the following examples:

15) **同是被逼迫，君尔妾亦然。**　　　　古诗《孔雀东南飞》

31. 逼迫　　bīpò　　force, compel
32. 妾　　　qiè　　妻子自称 I (your humble wife)

▶ 尔：如此、这样

同样是被逼迫，你这样，我也是这样。

16) **结庐在人境，而无车马喧。问君何能尔，心远地自偏。**

<div align="right">晋·陶渊明《饮酒》</div>

33. 结庐　　jié lú　　　盖茅 (máo) 庐（茅草房子）　build a thatched cottage
34. 人境　　rénjìng　　 有人的地方　place of human habitation
35. 喧　　　xuān　　　 喧闹　noise; noisy
36. 心远　　xīn yuǎn　 心境远离世间　in one's heart far from worldly cares
37. 偏　　　piān　　　 偏远　remote; faraway

▶ 尔：如此、这样

盖一个草庐在人世间，而没有车马的喧闹。问你怎么能这样呢？心境远离人世，地方自然就偏远。

六、"叵"是"不可"的合音词。

叵 (pǒ) 是"不可"的合音词。字形为"可"的反置。

叵 derives from 不可. The character resembles 可 reversed.

17) 布目备曰："大耳儿最叵信。"　　　　《后汉书·吕布传》

38. 布　　　Bù　　　　吕布，东汉末董卓 (Dǒng Zhuó) 部将
39. 目　　　mù　　　　用眼睛看
40. 备　　　Bèi　　　　刘备，三国时蜀汉建立者
41. 大耳儿　Dà'ěr Ér　刘备耳朵大，吕布这样称他。　"Big-ear Fellow," Lǔ Bù's nickname for Liú Bèi

▶ 叵：不可

吕布看着刘备说："大耳儿最不可相信。"

18) （马岱谏曰）："曹操心怀叵测，叔父若往，恐遭其害。"
<div align="right">《三国演义·五十七回》</div>

42. 马岱　　Mǎ Dài　　东汉末刘备部将
43. 曹操　　Cáo Cāo　 东汉末政治家、军事家、文学家
44. 叵测　　pǒcè　　　 不可预测　unfathomable; unpredictable

▶ 叵：不可

（马岱劝止说），"曹操怀著不可测的心思，叔父如果去,恐怕会遭他杀害。"

19) 叵耐灵鹊多漫语，报喜何曾有凭据？几度飞来活捉取，锁向金笼休共语。

　　　　　　　　　　　　　　　　　　　　唐・无名氏《鹊踏枝》

45. 叵耐	pǒnài	不可忍耐	unendurable
46. 灵雀	língquè	喜鹊 (-que)	magpie
47. 漫语	mànyǔ	空话	empty talk
48. 报喜	bàoxǐ	报告喜讯	announce good news; report success
49. 何曾	hécéng	何尝、哪里	when (in the past); how
50. 凭据	píngjù		evidence
51. 锁	suǒ		lock up, lock away
52. 笼	lóng		a cage
53. 共语	gòngyǔ	一起说话	

▶ 叵：不可

不可忍受的喜鹊有那么多空话，报喜哪里有什么凭据？几次飞来捉住你，锁在金笼里别再说话。

练 习

一、将下面的句子译成现代汉语：

1) 子曰："君子求诸己，小人求诸人。"　　　　　　　《论语・卫灵公》

2) 皆所亲历，非托诸空言也。　　　　　　　　　　　鲁迅《戛剑生杂记》

54. 皆	jiē	都	all; each and every one
55. 亲	qīn	亲自	oneself, personally
56. 历	lì	经历	to experience
57. 托	tuō	借助	depend on

3) 王曰："…以羊易之。"有诸？　　　　　　　　　《孟子・梁惠王上》

4) 圣人与众同欲，是以济事。子盍从众？　　　　　《左传・成公六年》

58. 众	zhòng	民众，老百姓	the common people
59. 济事	jìshì	成功	
60. 从	cóng	跟从、服从	follow; obey

5) 富者不能至而贫者至焉。　　　　　　　　　　　清・彭端淑《为学》

61. 至	zhì	到达	achieve

6) 口耳之间，则四寸耳。 　　　　　　　　　　　　　　　　《荀子·劝学》

　　62. 寸　　　　cùn　　　　inch

7) 何其相似乃尔 　　　　　　　　　　　　　　　　　　　　成语

　　63. 何其　　　héqí　　　多么
　　64. 乃尔　　　nǎi'ěr　　　这样，竟然这样

8) 贵土风俗，何以乃尔乎？ 　　　　　　　　　　《三国志·蜀书·张裔传》

　　65. 贵土　　　guìtǔ　　　你们这里 your honorable locality
　　66. 风俗　　　fēngsú　　　custom

9) 虽叵复见远流，其详可得略说也。 　　　　　　　　　　《说文解字·序》

　　67. 复　　　fù　　　再次 again
　　68. 远流　　　yuǎnliú　　　最早的源流 original source
　　69. 详　　　xiáng　　　详细 details; detailed
　　70. 略　　　lvè　　　大略 generally, roughly

10) 其居心叵测，反复靡常。 　　　　　　　　　清·林则徐《使粤奏稿》

　　71. 居心　　　jūxīn　　　harbor (evil) intentions（注："居心叵测"是成语。）
　　72. 反复靡常　　fǎnfù mǐcháng　　即"反复无常" fickle; capricious
　　73. 靡　　　mǐ　　　无 not

11) 光说没有用，最重要的是付诸实践、见诸行动。

　　74. 实践　　　shíjiàn　　　practice, actual practice

二、阅读

《卖油翁》

陈康肃公善射，当世无双，公亦以此自矜。尝射于家圃，有卖油翁释担而立，睨之，久而不去。见其发矢十中八九，但微颔之。康肃问曰："汝亦知射乎？吾射不亦精乎？"翁曰："无他，但手熟尔。"康肃忿然曰："尔安敢轻吾射！"翁曰："以我酌油知之。"乃取一葫芦置于地，以钱覆其口，徐以杓酌油沥之，自钱孔入，而钱不湿。因曰："我亦无他，惟手熟尔。"康肃笑而遣之。　　　　　　　　　　宋·欧阳修

1) <u>陈康肃公</u>善射 ， 当世无双，公亦以此自矜。

75. 陈康肃公	Chén Kāngsù Gōng	宋代人，陈尧咨
76. 善射	shànshè	善于射箭 good at archery
77. 无双	wúshuāng	没有第二个 unrivaled, peerless
78. 矜	jīn	骄傲、自得 proud; self-important

2) 尝射于家圃，有卖油翁释担而立，睨之，久而不去。

79. 圃	pǔ	菜圃、花圃等 garden
80. 释	shì	放下（担子）
81. 睨	nì	斜着眼睛看 look askance at

3) 见其发矢十中八九，但微颔之 。

| 82. 矢 | shǐ | 箭 arrow |
| 83. 颔 | hàn | 点头 nod |

4) <u>康肃</u>问曰："汝亦知射乎？吾射不亦精乎？"

| 84. 汝 | rǔ | 你 |
| 85. 精 | jīng | 精彩、精通 excellent; expert |

5) 翁曰："无他 ，但手熟尔。"<u>康肃</u>忿然曰："尔安敢轻吾射 ！"

86. 但	dàn	只是
87. 忿然	fènrán	angrily
88. 轻	qīng	轻视

6) 翁曰："以我酌油知之 。"

7) 乃取一葫芦置于地，以钱覆其口，徐以杓酌油沥之，自钱孔入，而钱不湿。

89. 葫芦	húlu	gourd
90. 钱	qián	a coin (round, with a small square hole in the middle)
91. 覆	fù	覆盖 cover
92. 徐	xú	慢慢地
93. 杓	sháo	勺 ladle
94. 沥	lì	drip; trickle

8) 因曰："我亦无他，惟手熟尔。"

9) <u>康肃</u>笑而遣之 。

95. 遣   qiǎn   打发（让他走） send on his way

95. 遣   qiǎn   打发（让他走） send on his way